

## **GIBBES MIDDLE**

3602 Thurmond St.  
Columbia, S. C. 29204

**GRADES** 6-8 Middle School

**ENROLLMENT** 416 Students

**PRINCIPAL** Rick Coleman 803-343-2942

**SUPERINTENDENT** Dr. Ronald L. Epps 803-231-7500

**BOARD CHAIR** Vince Ford 803-231-7556

## **THE STATE OF SOUTH CAROLINA**

### **ANNUAL SCHOOL REPORT CARD**

# 2004

#### **ABSOLUTE RATING:**

**UNSATISFACTORY**

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	5	31	13

#### **IMPROVEMENT RATING:**

**BELOW AVERAGE**

#### **ADEQUATE YEARLY PROGRESS:**

**NO**

This school met 9 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### **SOUTH CAROLINA PERFORMANCE GOAL**

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Unsatisfactory	Average	N/A
<b>2002</b>	Unsatisfactory	Unsatisfactory	N/A
<b>2003</b>	Unsatisfactory	Below Average	No
<b>2004</b>	Unsatisfactory	Below Average	No

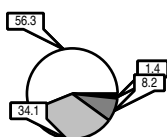
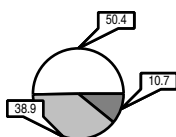
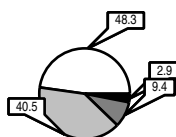
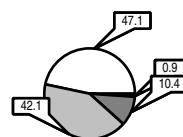
**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

91.0%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Our School****Mathematics****Middle Schools with Students like Ours****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	401	99.5	50.1	39.1	10.8	0.0	17.0	No	Yes
Gender									
Male	180	99.4	56.2	39.2	4.6	0.0	7.2		
Female	221	99.6	45.5	39.0	15.5	0.0	24.5		
Racial/Ethnic Group									
White	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African-American	400	99.5	50.0	39.2	10.8	0.0	17.0	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	341	99.7	47.5	42.5	10.0	0.0	18.3		
Disabled	60	98.3	65.4	19.2	15.4	0.0	9.6	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	401	99.5	50.1	39.1	10.8	0.0	17.0		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	401	99.5	50.1	39.1	10.8	0.0	17.0		
Socio-Economic Status									
Subsidized meals	336	99.4	52.8	38.5	8.7	0.0	15.4	Yes	Yes
Full-pay meals	65	100.0	35.2	42.6	22.2	0.0	25.9		

Mathematics - State Performance Objective = 15.5%									
All Students	401	99.8	56.1	34.3	8.2	1.4	14.7	No	Yes
Gender									
Male	180	100.0	64.1	28.1	7.2	0.7	10.5		
Female	221	99.6	50.0	39.0	9.0	2.0	18.0		
Racial/Ethnic Group									
White	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	400	99.8	56.0	34.4	8.2	1.4	14.8	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	341	99.7	51.5	37.2	9.6	1.7	17.3		
Disabled	60	100.0	82.7	17.3	0.0	0.0	0.0	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	401	99.8	56.1	34.3	8.2	1.4	14.7		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	401	99.8	56.1	34.3	8.2	1.4	14.7		
Socio-Economic Status									
Subsidized meals	336	99.7	56.2	35.8	7.4	0.7	14.0	No	Yes
Full-pay meals	65	100.0	55.6	25.9	13.0	5.6	18.5		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	145	99.3	50.4	38.2	9.8	1.6	11.4
	Grade 7	178	99.4	44.5	47.9	7.5	N/A	7.5
	Grade 8	147	98.6	55.6	38.1	6.3	N/A	6.3
<b>2004</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	145	100.0	61.0	33.1	5.9	N/A	5.9
	Grade 7	118	99.2	44.4	43.5	12.0	N/A	12.0
	Grade 8	139	99.3	43.7	48.4	7.9	N/A	7.9

<b>Mathematics</b>								
<b>2003</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	145	99.3	58.5	32.5	5.7	3.3	8.9
	Grade 7	178	100.0	64.6	29.3	5.4	0.7	6.1
	Grade 8	147	99.3	64.6	31.5	3.1	0.8	3.9
<b>2004</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	145	100.0	50.7	36.0	10.3	2.9	13.2
	Grade 7	118	100.0	50.9	39.8	8.3	0.9	9.3
	Grade 8	139	99.3	65.1	29.4	5.6	N/A	5.6

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 416)				
Students enrolled in high school credit courses (grades 7 & 8)	14.8%	Up from 7.5%	9.3%	14.6%
Retention rate	2.3%	Up from 1.6%	4.2%	3.0%
Attendance rate	93.1%	Up from 93.0%	95.3%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	6.3%		9.3%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	6.3%		8.9%	5.3%
Eligible for gifted and talented	7.6%	Down from 11.0%	6.1%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	14.5%	Down from 18.4%	14.9%	13.9%
Older than usual for grade	2.4%	Down from 2.8%	7.5%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.8%	1.2%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 41)				
Teachers with advanced degrees	63.4%	Down from 65.2%	47.4%	48.7%
Continuing contract teachers	80.5%	Up from 76.1%	70.7%	81.7%
Highly qualified teachers**	87.5%	N/A	88.1%	90.4%
Teachers with emergency or provisional certificates	5.1%		13.4%	5.3%
Teachers returning from previous year	83.5%	Up from 79.9%	76.5%	85.1%
Teacher attendance rate	92.9%	Down from 93.6%	94.4%	94.8%
Average teacher salary	\$41,109	Down 1.7%	\$38,739	\$40,566
Prof. development days/teacher	14.9 days	Up from 5.0 days	12.0 days	11.0 days
School				
Principal's years at school	7.0	Up from 6.0	2.0	3.3
Student-teacher ratio in core subjects	19.2 to 1	Up from 17.7 to 1	18.8 to 1	21.3 to 1
Prime instructional time	85.1%	Down from 85.3%	87.5%	89.3%
Dollars spent per pupil*	\$8,394	Up 8.1%	\$6,552	\$5,821
Percent of expenditures for teacher salaries*	68.7%	Down from 69.7%	60.1%	61.8%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	65.7%	Down from 69.7%	87.4%	95.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	N/A	Average	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools**	91.3%		92.0%	
Highly qualified teachers in high poverty schools**	90.3%		91.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school**	65.0%		Yes	
Student attendance in this school	95.3%		No	

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Gibbes Middle School is committed to ensuring a safe school environment, where all our students have the opportunity to become confident, self-directed, lifelong learners. Gibbes' faculty and staff are proud of our accomplishments for this school year, particularly in view of the fact that we moved to a transition site while the new school is being built on the former Gibbes' site.

Many exciting accomplishments have been attained by our students and staff this year. Just a few of them are:

The school's master schedule was redesigned to allow for longer learning blocks.

The school's improvement rating on the school report card climbed from unsatisfactory to below average.

A student was selected to attend the Governor's School for the Arts.

Students participated in a Teen Talk program sponsored by the Palmetto Richland Health Alliance.

The boys' track team won first place at the district track meet.

Students won numerous art, drama and music awards at both the district and state levels.

Two students were named SC Junior Scholars.

A team of students placed in the District Academic Bowl.

Students won awards in the district's Visual Literacy Festival.

The school received special recognition for supporting the Education Talent Search Program at the University of South Carolina.

Ninety-eight percent of our teachers attended the SC Middle School Association Professional Development Conference.

Students participated in a school-wide celebration of Teaching and Learning Mardi Gras.

ELA, math, science, and social studies teachers met during the summer to update curriculum maps for the 2003-2004 school year.

Several teachers received the Legacy Award given by the National Council of Negro Women.

The principal was honored for contributions to the district's After-School Programs.

Thirty clubs were added to the school schedule.

An administrator was named to the Education Leadership Advisory Board at a local university.

A state-of-the-art computer lab was installed.

The school's business partner, Wachovia Bank, provided "seed" monies for club supplies and supported the school store. Students earned "Eagle Bills" to purchase school supply items from the store. In addition, Wachovia volunteers assisted teachers and mentored students this year. Wachovia also supplied donated items for students to purchase holiday gifts and Mother's Day gifts from the school store. The positive initiatives from our business partner helped support the school's parent partnership efforts.

Rick Coleman, Principal, Gibbes Middle School

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	30	128	53
Percent satisfied with learning environment	89.7%	67.2%	76.0%
Percent satisfied with social and physical environment	86.7%	73.0%	61.5%
Percent satisfied with home-school relations	24.1%	82.8%	71.2%

\*Only students at the highest middle school grade level at this school and their parents were included.